	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
<b>SLO</b> : 1			After deriving the equation of a parabola (given a focus and		VU: Parabola, focus,
CCSS:	directrix.		directrix) explain the process in		directrix, arbitrary point,
G.PE.2			Math Journal and Small group/t	riads.	vertex
WIDA					LFC: Present tense
ELDS:					LFC. Fresent tense
Reading					LC: Varies by ELP level
Writing		_			·
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language	After deriving the	After deriving the equation	After deriving the equation of	After deriving the	After deriving the equation
Objectives	equation of a parabola	of a parabola (given a focus	a parabola (given a focus and	equation of a parabola	of a parabola (given a focus
	(given a focus and	and directrix) explain in L1	directrix) explain using key,	(given a focus and	and directrix) explain the
	directrix) explain in L1	and/or use selected	technical vocabulary in a	directrix) explain using	process in writing using
	and/or use gestures,	technical vocabulary in	series of simple sentences.	key, technical vocabulary	technical vocabulary in
	examples and selected	phrases and short		in expanded sentences.	complex sentences.
	technical words.	sentences.			
Learning	White Board	White Board	White Board	White Board	White Board
Supports	Math Journal	Math Journal	Math Journal	Math Journal	Math Journal
	Small group/triads	Small group/triads	Small group/triads	Small group/triads	
	Word/Picture Wall	Word/Picture Wall	Word Wall		
	L1 text and/or support	L1 text and/or support	Sentence Starter		
	<u>Pictures/illustrations</u>	<u>Sentence Frame</u>			

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
SLO: 2 CCSS: N.Q.2, F.IF.4, F.IF.7 WIDA ELDS: Reading Listening Writing	Graph functions that model relationships between two quantities, expressed symbolically, and show key features of the graph (including intercepts, intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity) by hand in simple cases and using technology for more complicated cases. ★		Demonstrate comprehension of graphing functions that model relationships between two quantities expressed symbolically by constructing the graph and showing and explaining its key features by hand in simple cases and using technology for more complicated cases <i>using</i> Math Journal, Sentence Frame <i>and</i> Small group/triads.		VU: Intercepts, intervals, symmetries, end behavior, periodicity, coordinate plane  LFC: Wh- questions, present tense  LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of complex questions in L1 and/or simplified questions with drawings and selected technical words concerning graphing functions symbolically by showing and explaining key features of the graph by hand and/or using technology.	Demonstrate comprehension of complex questions in L1 and/or simplified questions with selected vocabulary in phrases and short sentences concerning graphing functions symbolically by showing and explaining key features of the graph by hand and/or using technology for more complicated cases.	Demonstrate comprehension of simple questions with key technical vocabulary concerning graphing functions symbolically by showing and explaining key features of the graph by hand and/or using technology for more complicated cases.	Demonstrate comprehension of some complex questions with key technical vocabulary concerning graphing functions symbolically by showing and explaining key features of the graph by hand in simple cases using technology for more complicated cases.	Demonstrate comprehension of complex questions with technical vocabulary concerning graphing functions symbolically by showing and explaining key features of the graph by hand in simple cases and using technology for more complicated cases.
Learning Supports	Teacher Modeling Math Journal Small group/triads Word/Picture Wall L1 text and/or support Pictures/illustrations	Teacher Modeling Math Journal Small group/triads Word/Picture Wall L1 text and/or support Sentence Frame	Teacher Modeling Math Journal Small group/triads Word Wall	Teacher Modeling Math Journal Small group/triads	Teacher Modeling Math Journal

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
<b>SLO</b> : 3	Estimate, calculate and interpret the average rate of		After estimating, and calculating the average rate of change		<b>VU:</b> Average rate, function,
CCSS:	change of a function presented symbolically, in a table,		of a function presented symboli	-	gauge, height, meters
F.IF.6	or graphically over a specified interval. ★		graphically over a specified inte		LEC: Descriptions
WIDA			writing the using Math Journal a	ina wnite boara	LFC: Present tense
ELDS: Reading					LC: Varies by ELP level
Writing					LC. Varies by LLi Tever
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language	After estimating, and	After estimating, and	After estimating, and	After estimating, and	After estimating, and
Objectives	calculating the average	calculating the average rate	calculating the average rate of	calculating the average	calculating the average rate
	rate of change of a	of change of a function	change of a function	rate of change of a	of change of a function
	function presented	presented symbolically, in a	presented symbolically, in a	function presented	presented symbolically, in a
	symbolically, in a table,	table, or graphically over a	table, or graphically over a	symbolically, in a table, or	table, or graphically over a
	or graphically over a	specified interval; interpret	specified interval; interpret	graphically over a	specified interval; interpret
	specified interval;	the answer in writing in L1	the answer in writing using	specified interval;	the answer in writing using
	interpret the answer in	and/or use selected	key, technical vocabulary in a	interpret the answer in	technical vocabulary in
	writing in L1 and/or use	technical vocabulary in	series of simple sentences.	writing using key,	complex sentences.
	gestures, examples and	phrases and short		technical vocabulary in	
	selected technical words.	sentences.		expanded sentences.	
Learning	White Board	White Board	White Board	White Board	White Board
Supports	Math Journal	Math Journal	Math Journal	Math Journal	Math Journal
	Small group/triads	Small group/triads	Small group/triads	Small group/triads	
	Word/Picture Wall	Word/Picture Wall	Word Wall		
	L1 text and/or support	L1 text and/or support			
	<u>Pictures/illustrations</u>	<u>Sentence Frame</u>			

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
SLO: 4 CCSS: F.IF.8 WIDA ELDS:	Rewrite a function in different but equivalent forms to identify and explain different properties of the function.		Demonstrate comprehension by rewriting a function in different but equivalent forms to identify and explain different properties of the function using Math Journal, Word Wall and Peer Coach.		VU: Properties, function, vertex, volume function  LFC: present tense
Reading Listening Writing					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension by rewriting a function in different but equivalent forms to identify and explain different properties of the function in L1 and/or use gestures, examples and selected technical words.	Demonstrate comprehension by rewriting a function in different but equivalent forms to identify and explain different properties of the function in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension by rewriting a function in different but equivalent forms to identify and explain different properties of the function using key, technical vocabulary in a series of simple sentences.	Demonstrate comprehension by rewriting a function in different but equivalent forms to identify and explain different properties of the function using key, technical vocabulary in expanded sentences.	Demonstrate comprehension by rewriting a function in different but equivalent forms to identify and explain different properties of the function using technical vocabulary in complex sentences.
Learning Supports	White Board Math Journal Peer coaching Word/Picture Wall L1 text and/or support	White Board Math Journal Peer coaching Word/Picture Wall L1 text and/or support Sentence Frame	White Board Math Journal Peer coaching Word Wall	White Board Math Journal Peer coaching	White Board Math Journal

	Student Learni	Student Learning Objective (SLO)		Language Objective	
SLO: 5 CCSS: F.IF.9, FBF.3. WIDA ELDS: Reading Writing	Analyze and compare properties of two functions when each is represented in a different form (algebraically, graphically, numerically in tables, or by verbal descriptions).		Compare and contrast orally and in writing the properties of two functions when each is represented in a different form using a Graphic Organizers, Math Journal and Peer Coach.		VU: Compare, contrast, differences, similarities, compute, amplitudes  LFC: Present tense, imperative, How- questions  LC: Varies by ELP level
Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast orally and in writing the properties of two functions when each is represented in a different form in L1 and/or use gestures, examples and selected technical words.	Compare and contrast orally and in writing the properties of two functions when each is represented in a different form in L1 and/or use selected technical vocabulary in phrases and short sentences.	Compare and contrast orally and in writing the properties of two functions when each is represented in a different form using key, technical vocabulary in a series of simple sentences.	Compare and contrast orally and in writing the properties of two functions when each is represented in a different form using key, technical vocabulary in expanded sentences.	Compare and contrast orally and in writing the properties of two functions when each is represented in a different form using technical vocabulary in complex sentences.
Learning Supports	Graphic Organizerss Math Journal Peer coaching Word/Picture Wall L1 text and/or support Pictures/illustrations	Graphic Organizerss Math Journal Peer coaching Word/Picture Wall L1 text and/or support Sentence Frame	Graphic Organizerss Math Journal Peer coaching Word Wall	Graphic Organizerss Math Journal Peer coaching	Graphic Organizerss Math Journal

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
<b>SLO</b> : 6	Construct a function that combines standard function		After listening to an oral explanation and reading the		VU: Radius, hemisphere,
CCSS:	types using arithmetic operations to model a		directions, construct and explain	n, in writing, a function that	function, area, function
F.BF.1	relationship between two quantities. ★		combines standard function typ	es using arithmetic	
WIDA			operations to model relationshi	ps between to quantities	LFC: Present tense
ELDS:			using Teacher Modeling, Word	d Wall, Math Journal <i>and</i>	
Reading			Peer Coach.		
Listening					LC: Varies by ELP level
Writing					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language	After listening to an oral	After listening to an oral	After listening to an oral	After listening to an oral	After listening to an oral
Objectives	explanation and reading	explanation and reading the	explanation and reading the	explanation and reading	explanation and reading
	the directions, construct	directions, construct and	directions, construct and	the directions, construct	the directions, construct
	and explain, in writing, a	explain, in writing, a	explain, in writing, a function	and explain, in writing, a	and explain, in writing, a
	function that combines	function that combines	that combines standard	function that combines	function that combines
	standard function types	standard function types	function types using	standard function types	standard function types
	using arithmetic	using arithmetic operations	arithmetic operations using	using arithmetic	using arithmetic operations
	operations in L1 and/or	in L1 and/or use selected	key, technical vocabulary in a	operations using key,	using technical vocabulary
	use gestures, examples	technical vocabulary in	series of simple sentences.	technical vocabulary in	in complex sentences.
	and selected technical	phrases and short		expanded sentences.	
	words.	sentences.			
Learning	Teacher Modeling	Teacher Modeling	Teacher Modeling	Teacher Modeling	Teacher Modeling
Supports	Math Journal	Math Journal	Math Journal	Math Journal	Math Journal
	Small group/triads	Small group/triads	Small group/triads	Small group/triads	
	Word/Picture Wall	Word/Picture Wall	Word Wall		
	L1 text and/or support	L1 text and/or support			
	<u>Pictures/illustrations</u>	Sentence Frame			

	Student Learning Objective (SLO)  Language Objective		bjective	Language Needed	
SLO: 7 CCSS: FBF.3 A.APR.4	Identify and illustrate (using technology) an explanation of the effects on the graph of replacing $f(x)$ by $f(x) + k$ , $k$ $f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the		replacing $f(x)$ by $f(x) + k$ , $k$ $f(x)$ , $f$ values of $k$ , by identifying and $\underline{i}$	constrate comprehension of the effects on the graph of cing $f(x)$ by $f(x) + k$ , $k$ $f(x)$ , $f(kx)$ , and $f(x + k)$ for specific is of $k$ , by identifying and illustrating an explanation of inding the value of $k$	
WIDA ELDS:	graphs.		given the graphs using Math Jou and online support (dictionaries	urnal, Small group/triads	LFC: Present tense
Reading Writing Speaking			and omme support (dictionaries, visuals).		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Demonstrate comprehension of the effects on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k, by illustrating an explanation using technology and finding the value of k given the graphs in L1 and/or use gestures, examples and selected technical words.	Demonstrate comprehension of the effects on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k, by illustrating an explanation using technology and finding the value of k given the graphs in L1 and/or use selected technical vocabulary in phrases and short sentences.	Demonstrate comprehension of the effects on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k, by illustrating an explanation using technology and finding the value of k given the graphs using key, technical vocabulary in a series of simple sentences.	Demonstrate comprehension of the effects on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k, by illustrating an explanation using technology and finding the value of k given the graphs using key, technical vocabulary in expanded sentences.	Demonstrate comprehension of the effects on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k, by illustrating an explanation using technology and finding the value of k given the graphs using technical vocabulary in complex sentences.
Learning Supports	Online support  Math Journal  Small group/triads  Word/Picture Wall  L1 text and/or support  Pictures/illustrations	Online support  Math Journal  Small group/triads  Word/Picture Wall  L1 text and/or support  Sentence Frame	Online support  Math Journal  Small group/triads  Word Wall  Sentence Starter	Online support  Math Journal  Small group/triads	Online support  Math Journal

	Student Learni	ng Objective (SLO)	Language Objective		Language Needed
<b>SLO</b> : 8	Express as a logarithm the solution to ab <sup>ct</sup> = d where a, c,		<u>Demonstrate comprehension by expressing</u> the solution to		<b>VU:</b> Logarithm, decimal
CCSS:	and d are numbers and the base b is 2, 10, or e; evaluate		ab <sup>ct</sup> =d where a, c, and d are nur	nbers and the base b is 2,	place, equation, rounded
F.LE.4	the logarithm using technology.		10, or e as a logarithm; evaluate	the logarithm using	
WIDA			technology using Math Journal,	Small group/triads and	LFC: Present tense
ELDS:			online support (dictionaries, visu	ıals)	
Reading					
Writing					LC: Varies by ELP level
Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language	Describe and explain as a	Describe and explain as a	Describe and explain as a	Describe and explain as a	Describe and explain as a
Objectives	logarithm the solution to	logarithm the solution to	logarithm the solution to	logarithm the solution to	logarithm the solution to
	abct=d where a, c, and d	abct=d where a, c, and d are	abct=d where a, c, and d are	abct=d where a, c, and d	abct=d where a, c, and d
	are numbers and the	numbers and the base b is 2,	numbers and the base b is 2,	are numbers and the base	are numbers and the base
	base b is 2, 10, or e;	10, or e; evaluate the	10, or e; evaluate the	b is 2, 10, or e; evaluate	b is 2, 10, or e; evaluate the
	evaluate the logarithm in	logarithm in L1 and/or use	logarithm using key, technical	the logarithm using key,	logarithm using technical
	L1 and/or use gestures,	selected technical	vocabulary in a series of	technical vocabulary in	vocabulary in complex
	examples and selected	vocabulary in phrases and	simple sentences.	expanded sentences.	sentences.
	technical words.	short sentences.			
Learning	Online support	Online support (dictionaries)	Online support (dictionaries)	Online support	White Board
Supports	(dictionaries)	White Board	White Board	(dictionaries)	Math Journal
	White Board	Math Journal	Math Journal	White Board	
	Math Journal	Small group/triads	Small group/triads	Math Journal	
	Small group/triads	Word/Picture Wall	Word Wall	Small group/triads	
	Word/Picture Wall	L1 text and/or support			
	L1 text and/or support	Sentence Frame			
	<u>Pictures/illustrations</u>				